

INDIANA IMPROVEMENT PLAN

Component C/BT.1: – Children exiting Part C receive the services they need by their third birthday, when appropriate.

Steering Committee Recommendations: Below Expectations

Baseline Information	Improvement Strategies	Evidence of Change and Benchmarks
<p>(Conclusions from Self-Assessment Components, Indicators and other data sources)</p> <ul style="list-style-type: none"> Both the Part C and Part B state agencies have policies in their state rules to ensure that children exiting Part C who will be participating in early childhood special education, Part B, experience a smooth and effective transition. Children exiting Part C to Part B do not consistently have IEPs implemented by 3rd birthday. An analysis of 3rd birthday data reported by 56 planning districts in the 2000-2001 CIM Annual Self-assessments for Performance Indicator #34, Each Part C student transitioning to Part B special education services will have an IEP implemented by third birthday, indicates that 69% of students transitioning from Part C to Part B have IEPs in place by 3rd birthday. This data is based on 1791 file reviews of which 1232 received services by 3rd birthday. State analysis of data indicates that transition planning conferences are not consistently held at least 90 days before the 3rd birthday. 	<p>(Strategies from Self-Assessment Components, Indicators and other Improvement sources)</p> <p>STATE SYSTEM AND DATA COLLECTION</p> <ul style="list-style-type: none"> By August 31, 2002, the Division of Family and Children will complete revisions to transition survey developed in cooperation with the State Transition Team and mail the survey to a sample of families with children who have exited First Steps. Procedures for ongoing collection and tracking of this information statewide will be developed and implemented. <i>522 surveys were mailed in August, 2002. An ICC member from Ball State University is assisting us with data analysis and decisions about revisions to the survey and/or process to maximize information received.</i> By September 30, 2002, all planning districts will submit information for the 2001-2002 school year on all Part C children who did and did not have an IEP implemented by 3rd birthday specifying reasons when the student from Part C did not have an IEP implemented by 3rd birthday. Complete planning district results will be known as well as statewide results. <i>100% of planning districts submitted the requested data by September 30, 2002. Individual planning district data has been aggregated into a statewide report and data</i> 	<p>(How improvement will be measured)</p> <p>Evidence of Change: Infants and toddlers who transition from Part C to Part B, receive a free appropriate public education by their third birthday.</p> <p>Benchmarks:</p> <ul style="list-style-type: none"> By September 30, 2003, 100% of children who transition from Part C to Part B will have an IEP implemented by 3rd birthday as reported in the planning district annual self-assessment. The percentage of Part C children receiving Part B services by 3rd birthday increases to 80% by February, 2003 as evidenced by the survey data reported on September 30, 2002 and validated by December 1, 2002 pilot study data. When the Part B monitoring process identifies deficiencies regarding services by 3rd birthday, planning district improvement strategies produce timely and effective changes.

<ul style="list-style-type: none"> Part C rules and procedures support children not eligible for Part B services receiving other appropriate services by their third birthday. Exit codes for Part C may not be understood or consistently interpreted, however, leading to inaccurate information about children's access to other appropriate services when ineligible for Part B at age three. Data available indicates: <ul style="list-style-type: none"> 1999 13% received other community-based services 2000 9% received other community-based services There is no data system in place to measure the percentage of children transitioning from Part C services to Part B services who are placed in inclusive early childhood or other settings. Part B 2001 reports data on the percentage of all eligible children, ages 3-5, receiving all (37%) or part (8%) of their Part B services in inclusive early childhood settings. Indiana has an exemplary voluntary transition training system that provides training jointly to providers and parents that addresses current community transition practices and implements a systematic plan for addressing the identified transition needs of the community. The training uses the STEPS (Sequenced Transition to Education in Public Schools) model. To date: <ul style="list-style-type: none"> 58/92 counties have received the STEPS orientation 55/92 counties have completed the self-assessment process 64 % completing the self-assessment identified a need for improvement 49% completing the self-assessment expressed a willingness to establish a STEPS trained transition team 7 counties completed the STEPS training and developed one-year action plans. 	<p><i>has been analyzed. The report summarized transition data for 3001 children. When the IEP did not get implemented by 3rd birthday, a narrative explanation was required in every case. The data included all children who transitioned from Part C to Part B from July 1, 2001 to June 30, 2002. 84.4% of Part C children who were eligible for Early Childhood Services in Part B had an IEP implemented by 3rd birthday. 15.5% did not have an IEP implemented by 3rd birthday (The following data was not included in the above percentages: Children whose parents declined services after evaluation but before the Case Conference Committee, delayed or miss appointments , or moved away before 3rd birthday. Delays because of child illness or new referrals in First Steps for less than two months prior to 3rd birthday were not included in 3rd birthday IEP implementation data).</i></p> <ul style="list-style-type: none"> By December 1, 2003, Part C data termination codes will be revised (remaining within federal guidelines) to improve the consistency of data collected by First Steps. By December 1, 2002, data will be collected through a pilot study of six local planning districts on the children who transitioned from First Steps and their educational placement (service setting). The planning districts will be geographically distributed from rural, suburban, and urban areas. The pilot planning districts will make recommendations 	<ul style="list-style-type: none"> <i>By June 30, 2004, 100% of transition conferences for all children, who may be eligible for services under Part B, are held, with the approval of the family, at least 90 days before the child's 3rd birthday. (Revised benchmark)</i> <p>Evidence of Change: When appropriate, infants and toddlers not eligible for services under Part B are receiving other appropriate services by their 3rd birthday.</p> <p>Benchmarks:</p> <ul style="list-style-type: none"> By June 30, 2003, 50% of families* responding to the transition survey report that their child who is not eligible for services under Part B is receiving other appropriate services by age 3. By June 30, 2003, 80% of IFSP's reviewed during the statewide Peer Monitoring process, includes a completed Transition Checklist/Outcome page. By December 31, 2004, upon exiting Part C, 50% of infants and toddlers*, who are not eligible for early childhood special education, are participating in community services as reported by the First Steps Exit Data. <p>* This percentage reflects the number of families who may not elect to participate in activities outside of the home.</p>
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<ul style="list-style-type: none"> Public Meeting input identified concerns about untimely transition experiences and problems with late spring and summer birthdays. There is no statewide system for collecting parent satisfaction information. This is collected locally every two years and reviewed during the peer quality review process, but not collected at the state level. There are a variety of programs and resources to support systems capacity-building. 	<p>for refinement of information to be collected through the Division's electronic data system.</p> <ul style="list-style-type: none"> By December 1, 2003, the Division of Exceptional Learners will revise its electronic data system to collect information on children who transitioned from First Steps and their educational placement. By April 1, 2003, all Division of Family and Children contracts with local planning and coordinating councils will include outcomes related to transition. Funding will be tied to outcomes. <i>The RFF distributed in July, 2002, included requirements for outcomes related to transition in all proposals.</i> <p>LOCAL SYSTEMS, INFORMATION DISSEMINATION AND CAPACITY BUILDING</p> <ul style="list-style-type: none"> By August 31, 2002, the revised Early Childhood Transition Handbook, "Transition to Early Childhood Special Education A Guide for Parents of Children with Disabilities" will be published via the Division of Exceptional Learners and the Division of Family and Children websites. An evaluation will be included with the document to obtain data on the effectiveness of the document. <i>The final document was posted on the State Transition Initiative web-site in September, 2002. The First Steps and Division of Exceptional Learners web-sites are linked under the Transition icon.</i> By September 30, 2002, the State Transition Team will develop strategies for marketing community transition teams and implement according to timelines. An increase in the number of counties who have community 	<p>Evidence of Change: The % of children leaving Part C to Part B services who are placed in inclusive early childhood settings or other services increases.</p> <p>Benchmarks:</p> <ul style="list-style-type: none"> By June 30, 2003, 50% of parents responding to the transition survey report that their child is in a service setting with children without disabilities. By December 31, 2003 the Division of Exceptional Learners will have a revised electronic data system that will provide data on the number of Part C children that transitioned to Part B who receive all or part of their services in early childhood settings designed for children without disabilities. This data will be analyzed annually to determine that the % of children leaving Part C to Part B who are placed in inclusive settings has increased. In the interim, the federal Table 3, Educational Placement of Children with Disabilities Ages 3-5 will be used to determine the % of increase of children receiving services in inclusive early childhood settings. The Part B monitoring process will result in all planning districts reporting the availability of the full continuum of services including services in early childhood settings by July 1, 2003.
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	<p>teams trained in the STEPS model will determine the effectiveness of the marketing strategy.</p> <p><i>The State Transition Team's work plan was completed in July, 2002, and includes goals to increase the number of counties with teams trained in the STEPS model to 15 by September 30, 2003.</i></p> <p><i>The Agency representatives from the State Transition Team for Young Children will disseminate a letter of support and a position statement reflecting the importance of a systems approach to transition by August, 2003.</i></p> <ul style="list-style-type: none"> By October 30, 2002, a website will be available with links in the First Steps and Division of Exceptional Learners websites to facilitate communication with all transition teams and others interested in effective transitions. As of October 1, 2002, Family Involvement training funds will be available to support local community efforts to hold "preschool roundups" for families of children approaching transition from Part C to provide information about Part B and all other appropriate community services available after the child's third birthday. <p><i>These funds were obligated in a contract that was executed with an October 1, 2002, start date. The State Transition Coordinator is responsible to develop the application process for Local Planning and Coordinating Councils.</i></p> <ul style="list-style-type: none"> By December 1, 2002, The Division of Exceptional Learners will initiate follow-up with planning districts with over 50% of children enrolled in early childhood settings 	<p>Evidence of Change: Young children in Indiana who move from one service system to another experience a smooth and effective transition.</p> <p>Benchmarks:</p> <ul style="list-style-type: none"> By June 30, 2003, 16 counties have been trained in the STEPS model. <p><i>The State Transition Team's work plan was completed in July, 2002, and included a goal to increase the number of counties with teams trained in the STEPS model to 7 by September 30, 2002. The Team exceeded this goal by one county, bringing the total to 8 communities with STEPS trained teams in place. The goal above has been revised as follows: By September 30, 2003, 15 counties have been trained in the STEPS model.</i></p> <ul style="list-style-type: none"> By June 30, 2003, 80 counties completed the STEPS self-assessment process. By June 30, 2003, 83 counties received the STEPS orientation. By June 30, 2003, 80% of all parents responding to the transition survey report that overall, their child's transition process was positive.
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	<p>designed for children without disabilities to collect information on methods and models and disseminate the information to planning districts.</p> <ul style="list-style-type: none"> ▪ By December 1, 2002, a guidance document on use of current exit codes along with clear definition of codes will be provided to the System Point of Entry staff and providers to improve consistency of data collected at the local level. ▪ The Division of Family and Children will continue to provide technical assistance to Local Planning and Coordinating Councils for system-capacity building to increase opportunities for appropriate community-based services for children exiting Part C who are not eligible for Part B. <p><i>In 2002, the Indiana Child Care Fund awarded \$2,094,018.00 in grants to 39 counties for projects to increase the availability of quality child care for infants and toddlers, and children with special needs. Additional grants are planned for 2003.</i></p> <p>TRAINING AND PERSONNEL</p> <ul style="list-style-type: none"> ▪ By September 30, 2002, the contracted entity for First Steps programmatic training will make the new training module on transition available in various formats including sections to be presented in required regional service coordinator meetings. <p><i>Indiana's Unified Training System adapted the Transition Module into a two-hour format that focused on the Service Coordinator's role in relation to transition, in particular transition out of Part C to Part B or other</i></p>	
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	<p><i>appropriate activities. This was presented to all of the First Steps Intake and ongoing Service Coordinators at the August, 2002, mandatory Regional Service Coordination Meetings.</i></p> <ul style="list-style-type: none"> By September 30, 2002, the contracted entity for First Steps programmatic training will review the training curriculum to insure that it includes the service coordinator's role and responsibility for notifying LEA's, conducting 90-day transition meetings, and transitioning children who are exiting Part C and are not eligible for Part B to other appropriate services. <p><i>All training has been reviewed or is in process.</i></p> <ul style="list-style-type: none"> By October 1, 2002, the State Transition Coordinator will work in concert with the State Transition Team to develop and implement joint learning opportunities for community providers, including Part B and Part C, and families to provide a better understanding of system differences and community resources to provide smoother, more effective transitions. <p><i>Planning for these events began in September, 2002, with anticipated conference dates in Fall, 2003.</i></p> <ul style="list-style-type: none"> By October 1, 2002, the Division of Family and Children and the Division of Exceptional Learners will obligate 12 months of financial support for outreach activities that will increase the number of transition teams, including early childhood special education and First Steps personnel, trained in the STEPS model. <p><i>The new contract to support these activities was executed with an October 1, 2002, start</i></p>	
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	<p><i>date.</i></p> <p>IMPLEMENTATION PROCEDURES</p> <ul style="list-style-type: none"> By September 30, 2002, the Division Of Exceptional Learners will analyze the Table 3, Educational Placement of Children with Disabilities Ages 3-5 from the past three years on the number of children receiving services in early childhood settings either full or part-time. The Division will initiate follow-up when planning districts report no children receiving full or part-time services in early childhood settings. <p><i>All districts but one report some progress in serving children at least part-time in early childhood settings. The one district is working to make early childhood and part-time early childhood/early childhood special education placement options available in the new school year. Planning district progress has not kept pace with national baseline data on the number of children Ages 3-5 served in different educational environments from the Twenty-third Annual Report to Congress. Therefore, a performance indicator establishing a target performance consistent with the national baseline data (36%) for an early childhood setting is included in the District Continuous Improvement Monitoring Annual Self-Assessment for the 2002-2003 school year. Data on the performance indicator including strategies for improvement when the target performance level is not met is due to the Division of Exceptional Learners on October 4, 2003.</i></p> <ul style="list-style-type: none"> By November 30, 2002, The Division of Exceptional Learners will analyze the data submitted by planning districts for the 2001- 	
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	<p>2002 school year on all Part C children who did not have an IEP implemented by 3rd birthday, consider valid and invalid reasons for non-compliance and initiate follow-up with planning districts not making satisfactory progress so that corrective action can be taken immediately.</p> <ul style="list-style-type: none">▪ By April 1, 2003, revisions to the state peer monitoring process of the Part C system will be completed to ensure adequate collection of data to document timely LEA notification and transition planning.	
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